

**CURRICULUM DIRECTORS' MEETING
OCTOBER 7, 2008
SHERATON HOTEL, SLC**

Welcome and Introduction of Staff

Lynne welcomed everyone to this first Curriculum Directors' staff meeting for the 2007-2008 school year. Specialists are:

Karen Ballif and Dr. Nancy Livingston: Pre-K and Early Childhood

Dr. Brenda Burrell: Minority Achievement and Team Coordinator

Mary Beth Clark: Secondary Language Arts

Becky Donaldson: Reading First

Dr. Chuck Foster: Title VII/Indian Education

Dr. Carol Ann Goodson: Fine Arts

Alan Griffin: Curriculum Content and Academic Service Learning

Gerolynn Hargrove: Character Ed, Life Skills, K-2 Integrated Core, Special Projects, and Team Coordinator

Velma Itamura: Science K-12

Moya Kessig: Concurrent Enrollment, Advanced Placement, International Baccalaureate, Gifted & Talented

Georgia Loutensock: Accreditation and Library Media

Linda Mayne: First Response

Jeff Ojeda: Minority Student Achievement, MESA, ELL

Sue Okroy: STAR Tutoring

Lois Richins: Elementary Math (on temporary assignment)

Gregg Roberts: World Languages

Dr. Reed Spencer: Elementary Language Arts, K-3 Reading Improvement, Secondary Literacy Grant, OEK, and Team Coordinator

Diana Suddreth: Secondary Math

Tom Sutton: Social Studies

Frank Wojtech: Health Education and Physical Education

Jennifer Lambert: Data Analyst

Mission and Objectives

The mission of the USOE's Curriculum and Instruction Section is to provide leadership in advancing the achievement and lifelong learning of all students by:

- 1. Maintaining and implementing comprehensive Core Curricula.*
- 2. Providing leadership in research-based instructional practices.*
- 3. Designing and delivering effective professional development.*
- 4. Communicating and collaborating with all stakeholders.*
- 5. Supporting compliance with statutes and rules.*

The Strategic Goals for the Curriculum and Instruction Section for 2008-09 are to provide leadership in and build the capacity of educators to:

- 1. Provide best practices and research-based instruction for all students.*
- 2. Narrow the existing academic achievement gap between student subgroups.*
- 3. Increase the use of technology in the day-to-day instruction of all students.*
- 4. Increase the use of data to inform curricular and instructional decisions.*

Lynne has asked each specialist to provide a content mission that will align to the section's defined mission and objectives. In so doing, content specialists will involve key stakeholders, utilize current research and data, and set the stage for the year's desired objectives and outcomes. Each specialist has been given a base budget and will need to appropriate funds based on the stated needs.

Please make note of the following meeting dates and locations:

December 2, 2008 at the Jordan Auxiliary (9150 S 500 West, Sandy)

February 18, 2009 at USOE (250 E 500 South, SLC)

April 30, 2009 at the Weber District Office (5320 Adams Ave Parkway, Ogden)

**The December meeting will focus on ELL.*

Delivery of Future Meetings (Face-to-Face, WIMBA, Polycom, etc.)

There was a brief discussion about the delivery of future meetings. Most attendees did not care for WIMBA. It was thought best to have 6 or 7 satellite sites, perhaps regional service centers plus a couple of other sites, in order to provide the meetings by polycom. This would allow for better interaction for those who are unable to participate in the face-to-face meeting.

Competency Measures Committee Update

Dawn Hauser gave an update on the progress of her committee. Standardized tests have been developed for grades 9-11 allowing students to demonstrate competency towards high school graduation. Testing sites are located in Nebo, Granite, Duchesne, and Washington Districts as well as Heber City. The Nebo and Granite locations are the most utilized sites. Several tests are on-line. The following measures are completed: Geography for Life, U.S. Government & Citizenship, Earth Systems Science, Biology, World Language, Fitness for Life, Algebra 1, General Financial Literacy, Computer Technology, English Language Arts 9-11, Geometry, Participations Skills & Techniques (PST). Health and US History II are in process. Please email Dawn, if you have any questions or comments. dlhauser@graniteschools.org

Technology Fair, 21st Century Tools for 21st Century Students, Infusing Technology in Daily Instruction, November 7, 2008

A flyer was handed out (and has been sent via email) to Curriculum Directors. The date is set for November 7 at Woodrow Wilson Elementary School. The school is connected to the Granite District Office and is located at 2500 S Main St. in Salt Lake allowing for convenient freeway access.

Jim Vanides will be the keynote speaker on "Re-Imaging the Classroom."

Please rsvp via e-mail to Patty Hunt at patty.hunt@schools.utah.gov. All districts are encouraged to send district leaders and/or key teachers to this event.

Singapore Math - US Version – Presentation

Presentation by Andrew Clark on Singapore Math is being taped and will be made available on the web. The link for this video will be provided when it is available for view on the Curriculum & Instruction web site. Thank you to Rick Gaisford and Doug Jones for doing this.

Andrew stated that:

Math is being used to "sort" people.

It is an indicator as to who has the "skills to continue on". "Many jobs are being outsourced to other countries. The US's role is to develop higher-order thinking skills and creativity. These skills have enabled the US to be a leader in the world."

Utah scores above the US average but considerably below the highest performing states and countries.

Math skills will be critical to the well-being and safety of the nation.

Developers of Singapore Math knew their children would need to compete globally on an intellectual field. In addition, developers looked at best practices in Math education and what was working around the world.

Singapore Math covers fewer topics and teaches to mastery.

The American version of Singapore Math is titled Math in Focus. It, too, will cover fewer topics with big ideas, have a Kindergarten level, include English and metric measures, pre-teaching models, and contain more problem examples.

This is aimed at teaching American students to become proficient at problem solving and critical thinking. Singapore Math was looked at when writing the new Math Core. USOE is recommending a pilot program for the state.

The group consensus was that the following would be essential for Singapore Math to be implemented successfully in Utah:

- 1. Professional development is essential.*
- 2. A Math coach at each local school is needed to insure that the program is implemented within each classroom with fidelity over time, following initial professional development. (The model would be similar to the currently funded model for the K-3 Reading Improvement Program which funds reading coaches within schools.)*

3. Professional development would need to be ongoing to support new teachers and changes in teacher grade-level assignments.
4. Student tutoring support is also a need to guarantee mastery for all students.
5. Considerable commitment of funds is needed to cover materials and textbooks. The cost of materials and manipulatives was an issue. Some districts have just purchased new programs and funding for Math textbooks, as well as supporting materials. Thus, local funds for Math textbooks and supporting materials would not be available within the local budget for several years.
6. The Singapore program is sequential in its development of skills. It would be difficult for upper grade elementary students to move into the program without the primary building blocks that are established in the early grades. Thus, it appeared a phase-in model over time might be appropriate.
7. A strong research-based independent evaluation needs to be made of the success of the Singapore program over time against other Utah models.

Districts and schools are most anxious to provide excellent Math instruction. However, some feel their current program is very much like Singapore Math and producing some good results. Others feel that without the above support it will be impossible to significantly change teaching habits with or without Singapore Math. Districts are currently struggling with implementing best-practices in Mathematics without significant coaching support. Long-term classroom support, modeling, and follow-up are essential to improving all classroom instructional practices. All were in favor of having Utah districts and charter schools volunteer to pilot the Singapore program. Several districts indicated they would be most willing to pilot and are already considering adopting the program. Several districts have lead teachers that have already received Singapore training.

Utah schools are not resistant to implementing Singapore Math, but would like to have the option of a strong, well-supported statewide pilot as a beginning point where districts and charter schools volunteer to pilot the program. Certainly this makes sense in the face of our current economic conditions. If Singapore Math is to be implemented, districts wish to have a high quality program, documenting success and commitment through a research-based pilot with a goal to improve mathematical education in Utah.

Course Codes

Jennifer Lambert, Curriculum and Instruction's data analyst, indicated that course codes can be found online at: http://www.schools.utah.gov/curr/main/Core_Codes/default.htm. Specialists should be forming a committee to write brief course descriptions for these course codes. These course descriptions need to be finalized by January 11.

USOE desires to provide more description and direction for courses. (For example, one course was being used as a remedial course in one district while another district used it as an advanced placement course.) Content specialist should be working with districts to review course descriptions.

Codes, CBT Success (Deborah Swensen and Julie Quinn)

Deborah Swenson said that Utah law requires students be assessed on or above grade level. This becomes an issue in district's where grades are split. For example, student's in a 4/5 split could be taught material at the 5th grade level one year and be okay. However, the next year, students would be taught material at the 4th grade level putting the now-5th-grade student below grade level. In this case, the student and school will receive credit but will be assigned a proficiency level of 1 because they tested below grade level. If the n-size of the class is 10 or below, the score will not show on the AYP report.

Lynne said there will be a pilot program with regard to the Blue Ribbon Assessment Proposal.

Assessments for NCLB still exist for the entire state. (Iowa tests, UBSCT for grades 11 and 12, writing assessments, and year-end CRT's will still be administered.)

From here, Julie Quinn informed the group that reports related to those students who are not shown in the correct course codes become meaningless. Needed information includes who needs to take the test, the test being taken, and the teacher who will get the report. Some of this process will become automatic but initial information needs to be correct.

Grade level combinations need to be split out.

A UTIPS training for Trainer of Trainers is in the planning stages. Each district should have someone trained. Most people access test items, but this program is capable of much more.
UTIPS: new items, expanding pool, more focused, realignment of Math.
Please contact Deborah or Julie with question, thoughts, desires, or comments.
deborah.swensen@schools.utah.gov or julie.quinn@schools.utah.gov.

Human Sexuality Instruction Permission Slip

1. Several changes have been made to the permission slip: fonts increased, highlights and instructions added to **"check one box only."** A box has been added in the disclosure section relating to date rape.
2. There are 4 options for the parent/s to check, sign, and return to the teacher. It is recommended that 2 forms be sent so parent/s can keep one copy or inform parent/s how to access this form online.
3. The form is currently available in English, Spanish, and Russian and will be available in 7 additional languages within the next 15 days.
This form has been sent to health teachers.
4. Regarding the **Utah Law and Policy**, "committees must include at least the same number of parents as district/school employees."
5. USOE is requesting names of guest speakers for information only. Also, please attach curriculum, CD's, DVD's, Videotapes, and etc., to be used as a baseline.
6. There are 2 upcoming training opportunities:
 - Oct. 23 for Health/PE Coordinators. Sariah Donnahoo will talk on sexual predators including communication and internet resources. 10:00 AM to 2:00 PM at the Granite District Office
 - Oct 25 Training of Trainers at Midvale Crystal Inn 8AM to 2PM. Teachers need to update training every 2 years.
7. Health Education Core is in its final stages. Hopefully, it will be presented to the Board in December or January. It can be previewed on the web at: http://www.schools.utah.gov/curr/pe_health/core.htm.
Contact Frank Wojtech with comments or questions: frank.wojtech@schools.utah.gov

High Ability Legislation/Concurrent Enrollment/IB

- IB was funded by the legislature this last session. Applications have been sent out and are due by October 15.
- Concurrent Enrollment Task Force is looking at issues that were raised last year and trying to find solutions.
- High Ability was also funded by the legislature. The project is housed in Washington School District. The project is statewide and has three components:
 - Internet Resource Center
 - Professional Development
 - Gifted & Talented EndorsementThe application to be a host school will be out to districts by October 13.
- Contact Moya Kessig with comments or question: moya.kessig@schools.utah.gov

Improving Student Achievement

- Vocabulary Web Support
The Core Curriculum Resources web page is being restructured. Word lists have been posted to assist students in becoming college ready. Word lists are divided into idioms, cognates, science, math, and social studies vocabularies by grade and course (thru secondary courses).
Please send ideas to Reed Spencer at reed.spencer@schools.utah.gov.
- Extending Instructional Time
Please see the handout on "Expanded Learning Time in Action, Initiatives in High-Poverty and High-Minority Schools and Districts" by Elena Rocha.
Lynne recommended that everyone should read the document. Consider adding more time to the instructional day: by 30 or 2 hours per day? Is it possible? What would be the gains? Time is an issue as we endeavor to close the achievement gap.

Certainly critical is teacher content knowledge. Of concern is low-level teacher knowledge, teaching high-level content. Another concern is teachers teaching page by page from a textbook

that may or may not be aligned to the intended core. As you think about closing the gap, it all comes into play. How can we provide best instruction for these students?

- **ELL Professional Development**

Day 1 (Dec. 1) ALS Coordinators & Administrators (participated in June training)

Day 2 (Dec. 2) Curriculum Directors

Day 3 (Dec. 3) ALS Coordinators & Administrators (did not participate in June training)

Day 4 (Dec. 4) Principals

Re-reporting of Ell Counts

Some LEA's counts were incorrect. As in an example, in reviewing reported counts, it was observed that one year, the LEA report was 5,000 students and the following year, 0.

17 LEA's are required to resubmit information with the remaining LEA's being asked to review their data. LEAs are to use an exit date of June 30, 2008, or earlier.

The due date for Letters of Intent is October 10 that the LEA will or will not resubmit.

All submission changes are due October 32, 2008 (5PM).

Please contact Gerolynn Hargrove at gerolynn.hargrove@schools.utah.gov with questions.

Update on Blue Ribbon Assessment Report

Public hearings were conducted across the state at Governor Huntsman's request. With the budget shortfall and possible additional cuts, there will be a pilot program regarding testing in Utah's schools. Juab, Sevier, and Logan districts will participate with Logan administering both systems. One or two Wasatch Front districts could be added.

Please see "Blue Ribbon Panel" via WIMBA session online at:

<http://www.schools.utah.gov/curr/directors/>.

Title IIA Federal Audit Report

School visits will take place at Wasatch Peak Charter School, and Weber and Jordan District schools on November 5th and 6th.

K-2 Integrated Core Revision

The USOE is considering a revision of the K-2 Integrated Core Curriculum. However, before proceeding, districts and charter schools are asked to survey their district content specialists to determine the use of the Integrated Core Curriculum. Would districts prefer individual K-6th content cores and then design their own integration model or is an integrated core more helpful? Social Studies is ready to move forward with a new K-2 core or support a new integrated core. Districts and charter school leaders should provide the USOE with guidance on this issue at the next directors' meeting in December.

Legislative Update

- **USTAR**

SB2 went into effect on July 2, 2008. This provides for a competitive grant for teachers in Math and Science. Nineteen districts and eleven charter schools applied and all received at least partial funding. This is a 3-year grant.

Please contact Velma Itamura at velma.itamura@schools.utah.gov with questions.

- **ELL Family Literacy Centers**

Please provide accurate data. Funds will be disbursed in 1/12 increments. RFP submissions will be reviewed next week.

Please contact Gerolynn Hargrove at gerolynn.hargrove@schools.utah.gov with questions.

- **UPSTART**

This provides for a web-based program for 3 and 4-year olds.

There have been 2 RFP submissions that will be under review next week along with ELL software.

Please contact Reed Spender at reed.spencer@schools.utah.gov with questions.

- **Beverly Taylor Sorenson (Arts)**

This is really a USOE partnership with the Utah Arts Council. Sixty schools in 22 districts have

*been awarded grants providing classroom teachers the opportunity to become functional in teaching the Arts.
Please contact Carol Ann Goodson at carolann.goodson@schools.utah.gov with questions.*

USOE Budget Cuts

While the recent special session of the legislature held schools harmless, USOE was not. Some of USOE's professional development funds have been cut, as well as the Superintendent's discretionary funds which supported On-line Writing and the Singapore Math event. Currently the USOE oversees several unfunded mandates including OEK, K-3, and Early Childhood programs as well as World Language initiatives and etc. Curriculum and Instruction has lost 1 specialist position along with 2 secretarial positions. Reading First funds will run out in February. USOE hopes to cover Reading First thru June. We don't know if Reading First will continue to be funded beyond June 09.

More cuts are anticipated from the 2009 legislative session. Districts may be affected next fall with a 3-5% cut. OEK is again being looked at by the legislature for continued funding. OEK surveys and data become critical. Districts need to start gathering information now, to be prepared for 2009 Legislature requests for local implementation and student achievement data regarding the OEK program.

Core Academy

Core Academy cannot continue to be funded at the current level. Budget cuts and unfunded mandates continue to decrease USOE available allocations. Core Academy expenses need to be reviewed. For example, can rent, salaries, travel expenses be decreased? Can travel expenses be decreased by holding at regional sites? Can the Academy use the "best of the best" from previous years and reduce development costs? Can the Academy be limited to a specific group (new teachers) or specific grades?

There is a need for quality data. Has Core Academy made a difference with regard to minorities and closing the achievement gap for Hispanics, American Indians, and African Americans? Will the data show that the Academy has built capacity in its teachers and is it sustainable?

Next Steps: USOE is providing some funding thru MSP grant and through available USOE PD funding. However, we need to review the Core Academy in terms of appropriate use of available funds while looking at a data model to determine if the academy is closing the gap, making a difference in student achievement, and determining what best meets the needs of the LEAs.

An initial Core Academy review meeting will be held with Math, Science, and Curriculum Directors' representatives to review the current expenditures and program deliverables. Proposed changes will be outlined for presentation to the Core Academy Director and then presented at the next Directors' meeting.